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ABSTRACT

Presented in chart form are summary data on the states' present policies regarding identification, assessment, and placement of handicapped children in special education programs as of June 1, 1973. Identified are trends toward increased procedures of due process to govern placement changes, more flexible programing patterns, classification systems based on learning needs, and decreased dependence on standardized tests. Initial identification of handicapped children is seen to be presently accomplished through three procedures -- census, screening, and referral. Information on assessment and placement is given by handicapping conditions under the following four categories: personnel involved in the evaluation (whether a psychologist is required), the types of data utilized in making the placement (such as school history and testing), the placement process (often involving a placement committee, parental consent, and an appeal process), and placement review procedures. Information is given for the following handicapping conditions: blind, deaf, emotionally disturbed, gifted and talented, hard of hearing, homebound and hospitalized, learning disabled, mentally handicapped, (custodial, educable, and trainable), multiply handicapped, physically handicapped, and speech handicapped. (DB)

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STATE LAWS AND ADMINISTRATIVE PROCEDURES RELATING TO THE PLACEMENT OF EXCEPTIONAL CHILDREN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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June 1, 1973

As the opportunities for handicapped children to receive an education expand in the United States, there is an increasing awareness that the degree and quality of this expansion is heavily dependent on the activities of government at all levels and in all branches -- executive, judicial, and legislative. Recognizing government's crucial role in the expansion process and the information needs of persons or agencies involved in or considering change, The Council for Exceptional Children through a grant from the Bureau of Education for the Handicapped, U.S. Office of Education established the State-Federal Information Clearinghouse for Exceptional Children (SFICEC) to provide this information.

The purpose of SFICEC is to identify, acquire, process, selectively retrieve, and disseminate information pertaining to government and the education of handicapped children. In carrying out this charge, SFICEC has developed a computer-based information system for the efficient and accurate retrieval of information.

To disseminate this information, SFICEC develops and distributes information products with material drawn from its data base. The products focus on specific areas pertaining to government and the education of handicapped children and utilize information from the law, administrative literature, attorney general's opinions and actual litigation. Other products discuss key issues and areas of concern to educators, parents, and public policy makers. In addition, SFICEC is also prepared to conduct searches to answer individual specific information requests.

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Alan R. Abeson, Director

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As a result of the turmoil presently occurring relating to the identification, assessment and placement of all handicapped children in appropriate education programs, the following behavior changes for the public schools can be predicted.

1. Procedures of due process will be used to govern changes in the educational placement of children with any special needs. These procedures will be carried to hearings challenging the recommendations of the public school with increasing frequency for a short time.

2. In response to the challenges mentioned above, and due process itself, the public schools will create more flexible programming patterns reflecting efforts to better meet the individual needs of children. The special education contract in one form or another will be adopted by the public schools.

3. Classification systems will be based upon specific learning needs of children rather than psychological, medical or any other descriptive systems.

4. The present level of dependence upon standardized tests will decline and will be followed by more extensive use of information collected from home, school, and community. New tests more adequately reflecting various culture norms and learning styles will be developed and used, but with constraints learned as a result of the present overuse of tests.

The following document contains summary data of the states' present policies regarding identification, assessment, and placement of handicapped children into special education programs. Because of the great amount of material in the area, the State-Federal Information Clearinghouse for Exceptional Children has presented summary information only. Persons interested in more specific data from a particular state should write to the State-Federal Information Clearinghouse for Exceptional Children.

Although the material is as current as possible, the constant updating and revisions of both law and regulations may render some of the material out-of-date.

IDENTIFICATION

Initial identification of handicapped children is presently done through three procedures--census, screening, and referral. These procedures are intended to serve the purpose of locating children who may need assessment prior to receiving special education services.

Two types of census procedures are generally utilized. One is the regular school census. Thirty-four states conduct a school census for all children which requires specifically that handicapped children be located. This type of census may be done annually, every two years, every four years, or any other time as designated by law. Twenty-one of those states use a combination of the regular school census plus a special census for the handicapped which may include a variety of methods. In Alabama a special census is conducted by school boards to locate children who might qualify as exceptional children. State institutions, hospitals, and detention facilities must check their records annually to locate children needing special education services.

In Florida the special census for the handicapped requires that field workers of the crippled children's commission, the state board of health, and the state board of welfare review their case records annually and report to the county superintendent the name and any other required information on all children whose conditions appear to require special education services. Further, at the beginning of each school year the principals of the county schools must send to the county superintendent a list of all blind children in the county. This list, after being forwarded to the state superintendent, is forwarded to the superintendent of the Florida school for the deaf and blind. Finally, listings of all children with physical disabilities which prevent their attendance at school or greatly impede their progress must be sent by the county superintendents to the state superintendent who then forwards the list to the crippled children's commission or any other agency serving physically handicapped children.

In addition, more than half the states have some form of screening for vision, hearing, and/or physical handicaps. This type of screening is usually conducted on a regular basis, such as, every four years or of all children annually in the first, third, fifth, seventh, and ninth grades. The school nurse, classroom teacher, and school principal are the persons usually given the responsibility of conducting such efforts. Other types of screening include assessing reading skills of first and second grade children in California and contagious diseases in Arkansas.

The third way in which handicapped children are identified is through the use of referrals by parents, teachers, or other personnel in the school including the principal, doctors and other medical personnel, agencies such as the department of mental health or department of welfare, or community organizations. A new law in Arkansas, for example, requires that the school have tested and examined every child that a parent or guardian believes to be handicapped regardless of the opinion of school authorities.

State	CENSUS		SCREENING			
	Regular School	Special Census for the Handicapped	Visual	Auditory	Physical Handicaps	Other
Alabama	X	X	X	X	X	mental deficiency
Arizona						X
Arkansas			X	X	X	contagious diseases
California	X	X	X	X	X	reading skills (1st & 2nd grade)
Colorado					X	
Connecticut	X				X	
Delaware	X	X			X	X
Florida	X	X				
Georgia	X	X			X	X
Idaho	X		X	X	X	X
Illinois	X	X			X	
Indiana	X		X	X		
Iowa	X	X	X	X		X
Kansas	X		X			
Kentucky	X					
Maine	X		X	X	X	X
Maryland	X		X	X	X	
Massachusetts	X	X	X	X	X	
Michigan						X
Minnesota	X					
Mississippi			X	X	X	X
Missouri	X	X				
Montana	X					
Nebraska	X	X				
Nevada			X	X	X	
New Hampshire	X					
New Jersey	X	X			X	
New Mexico	X	X				
New York	X		X	X	X	

	CENSUS		SCREENING			
State	Regular School	Special Census for the Handicapped	Visual	Auditory	Physical Handicaps	Other
North Carolina	X	X			X	X
North Dakota	X	X				X
Ohio			X	X	X	
Oklahoma						X
Pennsylvania	X	X	X	X	X	X
Rhode Island	X	X	X	X	X	X
South Carolina	X	X			X	
South Dakota	X	X	X	X	X	X
Tennessee	X	X			X	
Texas			X	X		X
Utah	X	X	X	X		
Virginia	X	X	X	X	X	X
Washington		X			X	
West Virginia	X					X
Wisconsin	X					

REFERRAL

State	Parent	Teacher/School	Medical	Other Agency	Other
Alabama				X	
Alaska	X	X			
Arizona	X				
Arkansas		X			
Delaware	X	X	X	X	
Georgia		X	X		
Idaho			X		
Indiana		X	X	X	
Kansas		X	X	X	

REFERRAL

State	Parent	Teacher/School	Medical	Other Agency	Other
Kentucky	X	X		X	X
Louisiana		X		X	
Maine		X			X
Maryland			X		
Massachusetts				X	
Mississippi		X			
Missouri		X			
Nebraska			X		
New Hampshire		X			
New Jersey			X		
New Mexico	X	X	X	X	
North Dakota		X			
Oklahoma	X	X		X	
Pennsylvania		X			
Texas	X	X			
Virginia	X	X	X	X	
Washington			X	X	X
West Virginia	X	X	X	X	

ASSESSMENT AND PLACEMENT

Recent litigation and legislation have begun to require changes in the way handicapped children are evaluated and placed into special education programs. Parent participation, due process procedures, and the utilization of a broader range of data regarding the child's placement are among some of the innovations being implemented.

In order to assess what effect this is having on the development of law and regulations, SFICEC has divided state law and regulations into four categories encompassing: 1) the personnel involved in the evaluation; 2) the types of data utilized in making the placement; 3) the placement process; and 4) placement review procedures.

In most states a psychologist is used in the evaluation process regardless of the child's handicap. In Alabama, for example, all handicapped children other than the speech handicapped must receive a psychological evaluation prior to placement in a special program. In some states no specific types of personnel are specified but instead in Iowa, "appropriate professional examiners" are required. More than half the states now also require an educational assessment prior to placement. The use of physicians in the diagnostic process occurs in almost 75% of the states. More than ten states allow for the use of a psychiatrist if it is felt necessary by school officials.

Approximately 20 states are now using more comprehensive data in addition to more traditional test scores in making placement decisions. Some of this data includes the child's school and medical history, home environment, and in some cases, family interviews. In Massacushetts*, "no results of standardized or local tests of ability, aptitude, attitude, affect, achievement, or aspiration may be used exclusively in the selection of children for referral, diagnosis, or evaluation. Such tests must be approved by the department in accordance with regulations of the board to assure that they are as free as possible from cultural and linguistic bias, or wherever necessary, separately evaluated with reference to the linguistic and cultural group to which the child belongs."

Within five days after a child enrolled in a regular education program is referred by a school official, parent or guardian, judicial officer, social worker, family physician, or other person with custody to determine whether the child needs special education, the school committee (board of education) must notify the parent or guardian of the child. The written notice must be in the primary language of the home and provide notice of the referral, the evaluation procedures to be followed, and the child's right to individual evaluation at facilities approved by the department under regulations adopted jointly by the education, mental health, and public health departments. Also included is notice of their right to appeal any evaluation, first to the department of education and then to the courts. Within 30 days after the written notice, the school committee must provide an assessment as described below.

*Because Massachusetts' law is indicative of new directions, examples have been heavily drawn from that state.

Prior to assessment the parent must be invited by letter from the principal to come to the school or to otherwise meet with him to be informed of the need, purpose, and nature of the proposed assessment and to have his cooperation solicited.

1. An assessment of the child's current educational status by an authorized representative of the responsive school district, certified as a special education teacher, or a person otherwise approved by the department of education. The assessment must include current school achievement or readiness, when appropriate, and the teacher's report of observed adjustment and capabilities, noting a variety of academic, social, psychological and physical factors.

2. An assessment by a physician certified under department of public health standards.

3. An assessment by a state qualified psychologist including an individual examination of the child, covering mental, personality, social and cultural factors and other facts related to the child's potential learning capacity. The assessment must predict the child's potential for functioning in a regular classroom and the probable advantages and disadvantages of various alternative recommendations.

4. An assessment of pertinent factors from the family history and home situation, and, with prior parental consent, a home visit by a school visiting or public health nurse, a guidance counselor or a social worker with a master's of social work. In the case of a school nurse, he or she must meet certification standards of the Massachusetts department of public health. This assessment must include estimates of adaptive behavior at home, in the neighborhood, and in local peer groups.

5. Any other information deemed necessary by the examiners pertaining to possible significant disorder may be added. Findings of these additional studies must be incorporated into the conference reports.

6. Collection of the minimal content of each professional assessment and the conference must be conducted as specified by the departments of education, public health, and mental health. In no case shall the content or categorical entries on forms replace the professional conclusions of examiners or the program recommendations of the conference.

7. The members of the core evaluation team must meet in conference with the superintendent of the school system and the superintendent of the state or private school or his designee, to consider the assessment findings and to prepare jointly alternative educational plans.

8. Immediately thereafter, there must be a meeting between the child's parents and a designated representative of the evaluation team or by the entire team if the parents request it. The alternative plans shall be shared with the parents, explained to them and an appropriate educational plan selected.

9. Within ten business days after the conference required in seven above, the child's parents must be provided with a written summary of the evaluation and conference recommendations. The summary must be written on a form which provides a returnable section for acknowledgement of parents of agreement with the results of the assessment and must notify the parents of their right to seek a second assessemnt as provided in ten below.

10. Parents have the right within thirty days of receipt of the summary above (in nine) to obtain a second opinion through review or comparable assessment by the department of mental health, to be made within 30 days of parental request. A second assessment may also be made by a private facility approved by the departments of mental health and education, at private cost. If the findings of the second assessment differ substantially from earlier results and the original team does not modify its conclusions and recommendation, then within thirty business days of the school's request a final determination of the child's education program will be made by a board composed of representatives of the regional department of education, and the departments of mental health and public health. During the determination process the child's educational program shall remain unchanged. The board must not make the final recommendation for placement until giving the parents the opportunity to be heard. Up to this point, the placement recommendation cannot be implemented until parental approval is obtained.

Hearings may be held by the department of education regarding the assessment. The parents, guardians, or other person having custody have the right to refuse the educational placement recommended and have the right to request a department hearing regarding the assessment conclusions and program recommendations. At the conclusion of the hearing and after consultation with the appropriate advisory council, the department may recommend other alternative placements. Parents have the right to consent to or reject these proposals. If rejected and the parents request a regular education program, the department and local school committees will provide the child with the educational program selected by the parents, but not where such placement would seriously endanger the health and safety of the child or substantially disrupt the program for other students. In these circumstances the local school committee may proceed to the Superior Court with appropriate jurisdiction to demonstrate these facts. If the school committee is upheld; the court is authorized to require the appropriate education program.

If the parents, guardians or persons with custody reject the educational placement recommended by the department and desire a program other than a regular education program, the matter is then referred to the state advisory commission on special education. The commission must make a determination with thirty days of their cast meeting regarding the placement. If this placement is rejected, the parents may proceed to the appropriate Superior Court. Again, the court is authorized to order the placement of the child in an appropriate program.

During the assessment and hearings, a child will be in a regular education program unless the placement endangers the health and safety of the child and substantially disrupts the educational programs of other children.

Within 10 months of placement in a special program and at least annually thereafter, the child's educational progress must be evaluated. If the evaluation suggests the initial assessment was in error or a different program that would be more beneficial to the child could occur then, an appropriate program reassignment or alternation is then recommended to the parents. If the evaluation indicated that the program does not benefit the child to the maximum extent feasible, then the child must be reassigned. A program shall be abolished or altered if it consistently fails to benefit the children placed in it.

An evaluation report, including the assessment data, conference findings and final recommendation, must be sent to the responsible superintendent of schools or to his delegate as the basis for arranging specific educational plans for the child. Copies of the plan must be forwarded to the departments of education and mental health for review, for possible further recommendation, and for exception or approval by these departments.

Only the information required for the adequate education of the child is distributed only to persons directly concerned. Otherwise, all records will be confidential. Assessments of children in special education programs are confidential and may be used only for the administration of special education including, but not limited to, inspection by the department and regional and state advisory councils to insure every program benefits children assigned to it.

In the event that a substantially separate from the mainstream educational placement is utilized, the school's educational plan must maintain significant integration of the child with regular educational programs and normal activities of the school day. The goal of maximum integration into a normalized educational experience must be a priority consideration in program operation.

The daily provision of educational services to children based upon labels is contrary to the purpose of these regulations. Therefore, in the assessment of the child, determination of his educational needs, structure, content and climate of the services provided labeling of the child must be avoided. For the administrative purpose of only determining reimbursement, the school may classify the number of children retarded in mental development.

Until otherwise proven, every child is presumed to be appropriately assigned to a regular education program and not to be a school age child requiring special education. No school committee may refuse a school age child requiring special education. No school committee may refuse a school age child with special needs admission to school or continued attendance or public school under department rules. No child refused attendance or continued attendance will be denied an alternative form of education approved by the department through a tutoring program at home, through enrollment in an institution operated by a state agency, or through any other program approved for the child. No child may be placed in a special education program without prior consultation, evaluation, re-evaluation, and consent as specified and implemented by department regulations.

If a child with special learning needs requires medical or psychological treatment as part of the special education programs or his parent or guardian requires social services related to the child's special needs, such treatment and services or both will be made available in accordance with joint regulations of the departments of education, mental health, public health, and public welfare in connection with the child's special education program.

The placement procedures delineated previously for Massachusetts adhere to recent court decisions regarding the due process rights of handicapped children and their parents in the placement process. Only a minimal number of states have initiated procedures similar to these. In Pennsylvania as a result of a court decision, procedures were mandated for the mentally retarded but not for other handicapped children. Recent laws in Tennessee and Connecticut establish due process placement procedures for all handicapped children. Less than 20 percent of the states require parental permission prior to evaluation. In Georgia for example parental permission for individual psycho-educational testing is considered important, but the regulations indicate that legally the school system already has this perogative (if the testing is scheduled during the regular school day) they also indicate however that it is desirable to have the parents' agreement and support.

For such testing most states also do not require parental consent for placement. Parental conferences in some states may be provided if requested by parents. In Georgia if the parents desire a conference, the psycho-educational evaluator is expected to give parents three types of information: (1) an indication of the elements of the examination and their significance; (2) an interpretation of the child's mental age, and if retardation is present, its meaning; and (3) an indication of the future development of the child. Placement or non-placement of a child may not be promised to parents since these decisions are the perogative of the local school system and also depend on other factors such as class enrollment, available transportation, etc.

Almost 60 percent of the states have placement committees that assist in making placement determinations. In a few states some non-school personnel are included on the placement committee. In South Carolina for example the placement committee may include the superintendent, principal, supervisor of special education, regular homeroom teacher, psychiatrist, special education teacher, school counselor, school nurse, psychologist, physician, social worker and other personnel.

The power of placement committees varies widely. In some cases they make the final determination; in others they may only recommend as in South Carolina where the committee makes recommendations to the local school administrator regarding placement.

The re-evaluation of children is required in approximately 30 percent of the states. In Louisiana children are re-evaluated only if they are not progressing in the program. In Minnesota, Texas, and Washington, for example,

annual reviews are required. Michigan requires an annual review but if a child's handicap is termed "chronic," a written affirmation of the continued presence of the handicap is the only review required. In Massachusetts, a child must be re-examined within ten months of the initial placement and annually thereafter.

Assessment Process

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Alabama	X			X	X	
Arizona	X			X	X	
Arkansas	X			X		X
California			X			
Colorado	X	X		X	X	X
Connecticut				X	X	
Delaware	X	X		X	X	X
Florida	X			X	X	X
Georgia	X					
Hawaii	X			X		
Idaho	X	X		X	X	
Illinois	X			X		
Indiana	X			X	X	
Iowa	"appropriate professional examiners"					
Kansas	"appropriate professional examiners"					
Kentucky	"appropriate professional examiners"					
Louisiana	X				X	
Maine	X			X	X	
Maryland	X			X	X	
Massachusetts	X			X	X	
Michigan	"school diagnostician" responsible					
Minnesota				X	X	
Mississippi	X		X	X	X	
Montana	X	X		X	X	
Nebraska	X	X				
Nevada				X	X	

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
New Jersey	X		hearing therapist	X	X	
New Mexico	X		X	X	X	
New York	X			X	X	
North Carolina					X	
North Dakota	X	on referral from psychologist			X	
Ohio			X	X		
Oklahoma				X*		
Oregon				X	X	
Pennsylvania	X			X		
Rhode Island				X		
South Carolina	X			X	X	
South Dakota	X		X	X	X	
Tennessee				X		
Texas	X			X	X	
Utah				X		
Virginia					X	
Washington	X			X	X	
West Virginia	X		X	X		
Wisconsin	X					
Wyoming	X		X		X	

*County health department will provide evaluation if parents are unable.

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Alabama	X	X				
Arizona	X	X		X	X	
Arkansas	X	X	X		X	
California					X	X
Colorado	X	X	X			
Connecticut	X	X	X		X	X
Delaware	X	X	X	X	X	
Florida	X	X	X			
Georgia	X		X	X	X	X
Hawaii	X	X			X	
Idaho	X	X	X		X	
Illinois	X	X	X	X		
Indiana	X	X	X		X	X
Iowa	X		X			
Kansas	X	X	X	X	X	
Kentucky	X	X			X	
Louisiana	X	X	X		X	
Maine	X		X		X	
Maryland	X	X	X			
Massachusetts	X	X	X	X	X	X
Michigan						X
Minnesota					X	
Mississippi	X	X	X	X	X	
Montana	X		X			
Nebraska					X	
New Mexico	X	X	X			
New York	X	X	X		X	
North Dakota	X	X		X		
Oklahoma	X		X	X	X	

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Oregon			X			
South Carolina	X	X	X		X	
South Dakota			X			
Texas	X		X		X	X
Vermont	X				X	
Virginia						X
Washington	X	X			X	X
West Virginia	X	X	X			
Wisconsin	X	X	X	X	X	

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Alabama	X	X				
Arizona			X			once each semester, if requested
Arkansas			X			every three years
California	X					
Colorado	X	X				
Connecticut				X	X	
Delaware	X	X				
Florida	X		X	X		
Georgia	X	X				
Hawaii	X					
Idaho	X	X				
Illinois	X					every two years
Indiana	X	X		X	X	every three years

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Iowa					X	
Kansas	X					
Kentucky	X					
Louisiana			X			re-evaluated if not progressing
Maine	X					
Maryland	X		X			
Massachusetts	X	X	X	X	X	within 10 mos. of placement, then annually
Michigan	X					annual exam--if chronic, written affirmation required annually
Minnesota	X					
Mississippi	X					
Missouri	X					
Montana	X					
Nebraska	X					
Nevada	X					
New Jersey	X	X				
New Mexico	X		X			annual review--psychological eval. every 3 years
New York	X		X	X		psychological eval. every 3 years--report child's status annually
North Dakota	X					
Oregon	X					
South Carolina	X	X				twice yearly
South Dakota						after 2 years, then annually

State	Placement Committee: School Personnel	Placement Committee: Non-School Personnel	Parental Consent for Placement	Appeal Process: Parental	Appeal Process: School	Review of Placement
Tennessee	X	X		X	X	periodic
Texas	X		X			annually
Vermont	X	X				
Virginia	X		X			review program annually--child every 3 years
Washington	X					annually
West Virginia	X		X			
Wisconsin	X					annually for hearing impaired-- 3 years for others

BLIND

Assessment Personnel

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Colorado				X		opthamologist optometrist
Idaho				X		
Illinois	X					optometrist
Kansas	X			X		opthamologist
Michigan						optometrist
Missouri	X			X	X	opthamologist
Nevada	X			X		
New Mexico						specialist
North Carolina						specialist
North Dakota				X		opthamologist
Ohio	X					opthamologist

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Oklahoma						opthamologist
Oregon						eye specialist
Pennsylvania	X				X	eye specialist
Rhode Island	X			X	X	opthamologist
Texas				X	X	eye specialist
Vermont						opthamologist
Virginia				X	X	eye specialist
Washington						eye specialist
Wisconsin	X				X	opthamologist

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Georgia			vision screening			
Kansas	X	X	X	X		
Missouri	X		X			
New Mexico					X	
Ohio					X	
Oklahoma				X		
Pennsylvania	X		X			
Rhode Island	X	X	X			
Texas	X	X	X			
Virginia	X	X	X			
Wisconsin	X	X	X			

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Illinois	X					
Kansas	X	X				
Kentucky	X					
Maine	X					
Missouri	X					
Nevada						vision checked annually
North Carolina	X	X				periodic
Ohio						periodic
Pennsylvania	X					
Rhode Island	X					every 3 years

DEAF

Assessment Personnel

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Arizona	Must be sent to state school for the deaf.					
Colorado				X		
Delaware			X	X	X	
Georgia			X			
Illinois			X			otoiogist
Indiana			X			audiologist
Iowa			hearing clinician			audiologist

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Kansas	X		X	X	X	
Maine						otologist and audiologist
Maryland				X		audiologist
Massachusetts				X		otologist
Michigan				X		otolaryngologist
Minnesota	X	X		X		
Missouri				X		otologist
Nevada	X		X	X	X	
New Mexico			X			
North Carolina				X	X	
North Dakota	X		X	X	X	otologist
Ohio	X		X	X		otolaryngologist
Oklahoma			X			
Oregon			X			
Pennsylvania		X	X			audiologist otologist
Rhode Island	X		X	X	X	
South Carolina			X		X	
Texas				X	X	audiologist otologist
Utah	X		X	X	X	
Vermont	X		X	X	X	
Virginia				X	X	audiologist otologist
Washington			X	X		
Wisconsin			X	X		otologist

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Delaware		X		X		
Kansas	X	X		X		
Minnesota			X			
Missouri	X	X	X			
Nevada	X		X			
New Mexico					X	
North Carolina			X			
North Dakota	X	X	X			
Oregon	X					
Pennsylvania	X	X	X			
Texas	X	X	X			
Utah	X	X	X		X	
Virginia	X	X	X			
Wisconsin				X		

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Delaware	therapist					
Illinois				periodic eval. required		otological exam every 2 years
Indiana	X					
Kansas	X	X				
Maine	X					
Michigan						annual

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Minnesota						cont. evaluation at least annually
Missouri						
North Carolina	X	X				
North Dakota	X					
Ohio	X					
Oregon						periodic to determine if child is functioning as deaf or hard of hearing
Pennsylvania						biannual audio & psych. exams annual education evaluation
Rhode Island	X		X			special class--at least every 3 yrs. therapy--annually
South Carolina	X					
Utah	X	trial basis				
Vermont	X					
Washington	X					
Wisconsin	X					

EMOTIONALLY DISTURBED

Assessment Personnel

State	Psychologist		Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Arizona	X	or	X				
California					X	X	optometrist
Colorado	X						
Delaware	X		X		X	X	
Illinois	X					X	social worker
Indiana	X		X				
Iowa	X	or	X				
Maine	X		X		X		
Maryland	X		X			X	
Michigan	X		X				
Missouri	X					X	
New Hampshire	X					X	
New Jersey			X			X	
North Carolina	X		X				
North Dakota						X	social worker
Ohio	X		X		X		
Oklahoma	X				X	X	
Oregon	X				X	X	
Rhode Island	X		X		X	X	
South Carolina	X						
Texas	X		X		X	X	
Utah	X		X		X	X	
Virginia	X				X	X	
Washington	X				X		

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
California						X
Colorado					X	X
Delaware				X		
Illinois	X	X	X			
Iowa				X		
Michigan	X	X				
Missouri	X	X				
New Hampshire	X	X	X			
New Mexico					X	
North Carolina	X	X			X	
North Dakota	X	X	X	X		
Ohio		X				
Oklahoma				X		
Rhode Island				X		
South Carolina	X	X	X		X	
Texas	X	X	X			
Vermont				X		

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
California	X	X	X			annual
Illinois						every 2 years
Iowa						on-going
Kentucky	X					
Maine		X				continuous eval.
Michigan	X					

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
New Hampshire	X					on-going
Oklahoma			X			
Rhode Island	X					every 3 years
South Dakota	X	X				
Utah	X					

GIFTED AND TALENTED
Assessment Personnel

State	I.Q.	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Arizona		X					psychometrist
California						X	
Hawaii		X			X		
Kansas	130+						
New Mexico	130+					X	
North Carolina	120+					X	
Oregon						X	
Pennsylvania	130+	X				X	

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
California	X				X	
Hawaii				X	X	
Illinois	X					
Indiana	X	X			X	

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Kansas	X	X			X	
New Mexico	X				X	
North Carolina	X	X			X	
Oklahoma					X	
Oregon	X				X	
Pennsylvania	X	X		X	X	

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
North Carolina	X					on-going evaluation

HARD OF HEARING

Assessment Personnel

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Colorado				X		
Delaware			X	X	X	
Georgia			X			
Illinois			X			otologist
Indiana	X			X		audiologist

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Iowa			hearing clinician			
Kentucky	X		X	X	X	
Maine						otologist and audiologist
Maryland				X		audiologist
Massachusetts				X		otologist
Michigan					X	otolaryngologist
Minnesota	X	X		X		
Missouri					X	otologist
Nevada	X		X	X	X	
New Mexico			X			
North Carolina				X	X	
North Dakota	X		X	X	X	otologist
Ohio	X		X	X		otolaryngologist
Oklahoma			X			
Oregon			X			
Pennsylvania	X		X		X	audiologist and otologist
Rhode Island	X		X	X	X	
South Carolina			X			
Texas				X	X	audiologist and otologist
Utah	X		X	X	X	
Vermont	X		X	X	X	
Virginia				X	X	audiologist and otologist
Washington			X	X		
Wisconsin			X	X		otologist

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Delaware		X		X		
Kentucky	X	X		X		
Missouri	X	X	X	X		
Nevada	X		X			
New Mexico					X	
North Carolina			X			
North Dakota			X			
Oregon	X					
Pennsylvania	X	X	X			
Texas	X	X	X			
Utah	X	X	X		X	
Virginia	X	X	X			
Wisconsin				X		

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Arkansas	X					
Delaware	therapist					
Illinois	X					periodic evaluation--otological exam every two years
Indiana	X					
Kentucky	X	X				
Maine	X					
Michigan						annually

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Minnesota						continuing evaluation
North Carolina	X	X				
North Dakota	X					
Ohio	X					periodic
Oregon						periodic to determine if child is functioning as deaf or hard of hearing
Pennsylvania						biannual audio & psych. exams—annual educ. evaluation
Rhode Island	X		X			special class at least every 3 years -- therapy, annually
South Carolina	X					
Utah	X	trial basis				
Vermont	X					
Washington	X					

HOMEBOUND AND HOSPITALIZED

Assessment Personnel

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Arizona				X		
Delaware	X			X		
Georgia				X		
Illinois	X			X		
Indiana				X	X	

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Maine				X		
Michigan				X		
Minnesota	if homebound for emotional reasons			X		
Missouri				X		
Nevada				X		
North Carolina				X		
North Dakota				X		
Pennsylvania				X		
Rhode Island	X			X	X	
Vermont				X		
Washington				X		

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Delaware	X		X		X	
Georgia			X			
Illinois	X		X	X		
Maine			X			
Rhode Island	X		X	X		

Placement Process

State	Placement Committee: School Personnel	Placement Committee: Non-School Personnel	Parental Consent for Placement	Appeal Process: Parental	Appeal Process: School	Review of Placement
Michigan						yearly
Nevada	X					
Rhode Island						re-evaluation every 3 yrs. if still in program
Vermont	X					annually
Washington	X					

LEARNING DISABLED

Assessment Personnel

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Arizona	X			X		
Arkansas			X			optometrist
California	X		X	X	X	optometrist
Colorado	X				X	
Georgia	X				X	
Idaho	X				X	
Illinois	X					vision exam
Indiana	X					
Iowa	X	when appropriate	X	X	X	
Kansas	X					
Maine				X	X	
Minnesota	X				X	
Missouri				X	X	

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Nevada	X					
New Mexico	X				X	
North Carolina	X			X	X	
North Dakota	X					
Ohio	X			X	X	
Oklahoma	X			X		
Oregon				X	X	
Pennsylvania	X	when indicated	X	X	X	
Rhode Island	X	X		X	X	
Texas				X	X	
Utah	X		exam if needed	X	X	
Vermont	X			on referral	X	
Virginia	X			X	X	
Washington	X			X		
Wisconsin	X		X	X	X	

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Arkansas					X	
California	X	X	X	X		
Colorado					X	
Georgia			X			
Idaho	X	X			X	
Indiana					X	
Iowa			X		X	
Kansas					X	
Kentucky					X	
Louisiana					X	
Maine	X		X		X	

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Minnesota					X	
Missouri	X		X			
New Jersey	X	X	X			
New Mexico					X	
North Carolina	X	X	X		X	
North Dakota	X	X			X	
Ohio					X	
Oklahoma			X			
Oregon	X	X	X	X		
Pennsylvania	X				X	
Rhode Island	X	X	X			
Texas	X					
Utah	X	X	X			
Vermont	X	X	X		X	
Virginia	X		X			
Wisconsin			X			

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
California			X			annually
Colorado	X		X			
Delaware	X					
Georgia	X					annually
Idaho	X					at least annually
Iowa	X					
Kansas						every 2 or 3 years
Maine	X					

State	Placement Committee: School Personnel	Placement Committee: Non-School Personnel	Parental Consent for Placement	Appeal Process: Parental	Appeal Process: School	Review of Placement
Maryland	X					
Minnesota	X					
Nebraska						annually
Oklahoma	X					periodic
Pennsylvania	X					annual review--complete re-evaluation every 3 years
Rhode Island						every 2 years
Utah	X					
Vermont	X	X				

MENTALLY HANDICAPPED

Custodial Mentally Handicapped — Assessment Personnel

State	I.Q.	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
California		X					
Massachusetts		X					
Michigan	under 30	X				X	
Montana		X			X		
New Jersey		X					
Pennsylvania		X	tested if deemed necessary		X	X	
Wisconsin		X	if indicated by test	X	X		vision

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Massachusetts					X	
Michigan	X	X	X		X	
Montana			X			
Pennsylvania	X	X	X	X	X	X
Wisconsin	X	X	X	X	X	X

Placement Process

State	Placement Committee: School Personnel	Placement Committee: Non-School Personnel	Parental Consent for Placement	Appeal Process: Parental	Appeal Process: School	Review of Placement
Massachusetts				X		
Pennsylvania	X	X	X	X	X	Psychological eval. every 3 years
Wisconsin	X		trial for first six weeks			yearly

Educable Mentally Handicapped

Assessment Personnel

State	I.Q.	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Alabama		X			X	X	
Arizona		X			X	X	
Arkansas	50-75	X			X		X
California		X			X		
Colorado	50-80	X	X	otologist	X	X	X

State	I.Q.	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Connecticut					X		
Delaware	50-75	X	X		X	X	
Florida		X			X	X	X
Georgia	50-75	X				X	
Hawaii		X			X		
Idaho		X	X		X	X	
Illinois	55-90	X			X		
Indiana	50-70	X			X	X	
Iowa	50, 55-79	X			X	X	X
Kansas	50-75	X					
Kentucky	50-75						
Louisiana	50-75	X				X	
Maine	55	X			X	X	
Maryland	55-75	X			X	X	
Massachusetts		X			X	X	
Michigan			diagnostic study				
Minnesota					X	X	
Mississippi		X		X	X	X	
Missouri	48-78	X					
Montana	50-75	X			X		
Nebraska	60-85	X	X				
Nevada	55-80	X	X		X	X	
New Hampshire	50-75	X					
New Jersey		X		hearing therapist	X	X	
New Mexico	50-75	X		X	X	X	
New York		X			X	X	
North Carolina	50-75	X				X	
North Dakota	45-80	X	on referral from psych.			X	
Ohio	Individuals with I.Q. above 50 considered for acceptance in special classes on individual basis.						

State	I.Q.	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Oklahoma	50-75	X			X		
Oregon	50-75	X			X	X	
Pennsylvania	under 80	X	tested if deemed necessary		X	X	
Rhode Island		X			X	X	
South Carolina	50-80	X			X		
Tennessee	50-75	X			X	X	
Texas		X			X	X	
Utah	55-75	X		when needed	X	X	
Vermont	50-75	X			X	X	
Virginia		X			X	X	
Washington	51-75	X					
Wisconsin	50-80	X				X	

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Alabama	X	X			X	
Arizona	X	X	X		X	
Arkansas	X	X	X		X	
California	X	X	X	X	X	X
Colorado	X	X	X			X
Connecticut	X	X	X			X
Delaware	X	X	X	X	X	
Georgia	X	X	X	X	X	X
Hawaii	X	X			X	
Idaho	X	X	X		X	
Illinois	X	X	X	X	X	

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Indiana	X	X	X		X	X
Iowa	X	X	X		X	
Kansas	X	X	X	X	group*	
Kentucky	X	X	X		X	
Louisiana	X	X	X		X	
Maine	X		X		X	
Maryland	X	X	X			
Massachusetts	X	X	X	X	X	
Michigan	X					X
Minnesota					X	
Mississippi	X	X	X	X	X	
Montana	X	X	X		X	
Nebraska	X	X	X		X	
Nevada	X	X	X	X	X	
New Hampshire					X	
New Mexico	X	X	X		X	
New York	X	X	X		X	
North Carolina	X	X			X	
North Dakota	X	X		X	X	
Oklahoma	X	X		X	X	
Oregon	X	X	X		X	
Pennsylvania	X	X	X	X	X	X
Rhode Island	X		X		X	
South Carolina	X	X	X		X	
Tennessee	X	X	X		X	desirable
Texas	X					
Utah	X	X	X			
Vermont	X	X	X		X	
Virginia	X	X	X		X	
Washington					X	
Wisconsin	X	X			X	

*tests which accent performance below 80 -- individual tests

State	Placement Committee: School Personnel	Placement Committee: Non-School Personnel	Parental Consent for Placement	Appeal Process: Parental	Appeal Process: School	Review of Placement
Alabama	X	X				teacher review annually--testing every 2 years
Arizona	X		X			once each semester if requested
Arkansas	X		X			every 3 years
California	X		X			annually
Colorado	X	X	X			
Connecticut	X			X		
Delaware	X	X	X			annually
Florida	X	X				
Georgia	X	X				
Hawaii	X					annually
Idaho	X	X				every 2 years
Illinois	X					every 3 years
Indiana	X	X				every 3 years
Iowa					X	
Kansas	X					2-3 years--exceptions if radical change
Kentucky	X					
Louisiana	X	X	X			re-evaluated if not progressing
Maine	X					retested every 3 years
Maryland	Trial period in regular class. Adjustment made on basis of medical/psychological evaluation.					
Massachusetts	X	X		X		at intervals of 2 years
Michigan	X					
Minnesota	X					annually
Mississippi	X	X				
Missouri	X					
Montana	X				X	
Nebraska	X					at least once every 2 yrs.

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Nevada	X					case assessed, speech, vision, hearing yearly psych--every 3 years
New Hampshire	X					every 3 years
New Jersey	X	X				
New Mexico	X		X			annual review -- psych. every 3 years
New York	X		X	X		annual review -- psych. every 3 years
North Carolina	X					continuous re-evaluation
North Dakota	X					
Oregon	X		X			1 year placement in some cases then child must be re-evaluated
Pennsylvania	X	X	X	X		psychological evaluation every 3 years
Rhode Island						every 2 years
Tennessee			X			
Utah	X	X				
Vermont	X					
Wisconsin	X	X				trial first 6 weeks -- yearly

Trainable Mentally Handicapped — Assessment Personnel

State	I. Q.	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Alabama		X			X	X	
Arizona		X					
Arkansas	25-50	X					
California		X					
Delaware	30-55	X					
Florida	25-50	X					
Georgia	35-55	X		X	X		
Idaho		X					
Illinois	35-55	X				X	
Indiana	35-55	X					
Iowa	30-55	X		X	X	X	
Kansas		X					
Kentucky	35-50						
Louisiana	30-50	X					
Maine	25-55	X			X		
Maryland	below 55	X			X		
Massachusetts		X					
Michigan	30-50	X				X	
Minnesota		X			X		
Missouri	25-48	X					
Montana	30-50	X		X	X		
Nebraska	30-59	X					
Nevada	below 55	X		reviewed annually			
New Hampshire	25-50	X				X	
New Jersey		X					
New Mexico	25-50	X					
New York		X					
North Carolina	30-50	X			X	X	
North Dakota	30-50	X					

State	I. Q.	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Ohio		X			X		
Oklahoma	30-50	X				X	
Pennsylvania	no higher than 55	X	if deemed necessary		X	X	
Rhode Island		X			X	X	
South Carolina	25-50	X			X		
Tennessee	less than 50	X					
Texas		X			X		
Vermont	30-50	X			X	X	
Virginia		X			X		
Washington	below 51	X					
Wisconsin	30-50	X	if indicated by exams	X	X		vision

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Alabama	X	X	X		X	
Arizona	X	X	X		X	
Arkansas					X	
California	X	X	X	X	X	X
Florida					X	
Georgia	X	X			X	
Idaho					X	
Illinois	X	X	X		X	
Indiana	X	X	X			
Iowa	X	X	X		X	
Kentucky	X	X	X		X	
Maine					X	

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Maryland	X	X	X			
Massachusetts					X	
Michigan	X	X	X		X	
Minnesota	X	X	X		X	X
Missouri					X	
Montana			X		X	
Nebraska					X	
Nevada	X	X		X	X	
New Hampshire	X	X			X	
New Mexico					X	
New York					X	
North Carolina	X	X	X		X	
North Dakota				X		
Ohio	X	X	X		X	
Oklahoma	X	X		X	X	
Pennsylvania	X	X	X	X	X	
Rhode Island	X	X	X		X	
South Carolina	X	X	X		X	
Tennessee	X	X	X			desirable
Texas	X	X	X		X	
Vermont	X	X	X	X	X	
Virginia	X	X	X			
Washington					X	
Wisconsin	X	X	X	X	X	X

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
California						annual review--psych. every 3 years
Delaware						every 3 years unless change seen
Idaho						every 2 years
Illinois	X					every 3 years
Kansas	6 wk. trial					every 2 or 3 years
Maine	X		X			
Massachusetts				X		every 2 years
Minnesota	X	X				
Nebraska	Placement made on trial basis					every 2 years
Nevada						psych. every 3 years staffed yearly
New Hampshire	X					psych. every 3 years
North Carolina	X		X			
Ohio	trial placement					
Oklahoma	usually trial placement					
Oregon		mental health department				
Pennsylvania	X	X		X		psych. every 3 years
Rhode Island						every 3 years
South Dakota			X			
Tennessee			X			
Vermont	X					
Washington	X					
Wisconsin	X	X (trial for first 3 weeks)				yearly

MULTIPLY HANDICAPPED

Assessment Personnel

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Alabama	X			X		
Arizona	X				2 specialists in disability area	
Georgia	X		X			
Illinois	X	X		X	X	
Nevada				X		
New Jersey				X		
Oklahoma	X			X		
Oregon				X		
Texas	X			X	X	
Vermont	X		X	X	X	
Virginia				X		
Wisconsin					X	

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Alabama			X			
Arizona			X			
Georgia	X	X	X			
Illinois	X	X	X			
New Jersey			X			
Oklahoma			X			
Texas	X	X	X			
Wisconsin	X	X				

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Illinois						at least every 2 years
Nevada						case reviewed annually child every 3 years

PHYSICALLY HANDICAPPED

Assessment Personnel

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Colorado				X		
Delaware	X					
Illinois	X			X	X	
Indiana	X			X		school nurse
Iowa					X	
Kentucky				X		
Maryland				X		
Michigan				X		
Montana				X		
Nebraska				X		
Nevada	X			X		
New Hampshire	X				X	
New Jersey				X		
North Carolina				X		
North Dakota	X			X	X	
Oklahoma	X			X		

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
South Carolina				X	X	
Texas				X	X	
Utah	X			X		
Vermont	X	X	X	X	X	
Virginia				X	X	
Washington				X		

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Delaware	X	X	X		X	
Illinois	X	X	X			
Iowa	X	X	X			
Kentucky			X			
Minnesota	X	X	X			
New Mexico					X	
Oklahoma			X			
Texas	X	X				
Utah		X	X		X	
Washington			X			

Placement Process

State	Placement Committee: School Personnel	Placement Committee: Non-School Personnel	Parental Consent for Placement	Appeal Process: Parental	Appeal Process: School	Review of Placement
Delaware	X					
Iowa						annually
Maryland	X	X				
Michigan						annually
Minnesota	X	X				
Nevada						vision test yearly psych. &med. every 3 years
New Hampshire	X					periodically at least every 3 years
Washington						on-going

SPEECH HANDICAPPED

Assessment Personnel

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Colorado			X			
Georgia				X		
Illinois			X	X	X	
Indiana			X	X		
Iowa			X		X	
Kansas			X			
Kentucky			X			
Maine			X			
Maryland			X			

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Michigan			X			
Missouri			X		X	
Montana			X			
Nebraska	may be required		X		X	
Nevada			X			
New Mexico			X			
North Carolina			X			
North Dakota			X			
Ohio	when indicated		X	when indicated		
Oklahoma	X		X	if speech ther. not available		
Oregon			X	X	X	
Rhode Island			X			
South Carolina			X		X	
Texas			X			
Utah	X		exam if nec.	X		
Vermont			X			
Virginia			X			
Washington			X			

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Indiana			X			
New Mexico					X	
North Dakota			X	X		
Oklahoma					X	
Oregon				X		
Utah	X	X	X	X	X	
Virginia	X					

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Iowa	speech clinician					
Maine	speech clinician					
Minnesota	X					
Montana	speech pathologist					
North Carolina	speech therapist					
North Dakota	speech therapist					
Ohio	speech therapist					
Oregon	speech therapist					
Rhode Island	X					annually
South Carolina	X					
Texas						re-eval. after 2 years of therapy
Utah	X	X				
Virginia	X					reviewed 2 years after services in process

VISUALLY HANDICAPPED

Assessment Personnel

State	Psychologist	Psychiatrist	Speech and Hearing Therapist	Physician	Educational	Other
Colorado				X		opthamologist optometrist
Idaho				X		
Illinois	X					optometrist
Kansas	X			X	X	
Maine						opthamologist
Michigan						optometrist
Missouri	X			X	X	opthamologist
Nevada	X			X		
New Mexico						specialist
North Carolina						specialist
North Dakota				X		opthamologist
Ohio	X					opthamologist
Oklahoma						opthamologist
Oregon						eye specialist
Pennsylvania	X				X	eye specialist
Rhode Island	X			X	X	opthamologist
Texas				X	X	eye specialist
Vermont						opthamologist
Virginia				X	X	eye specialist
Washington						eye specialist
Wisconsin	X				X	opthamologist

Assessment Data

State	School History	Personal Family	Medical	Family Interviews	Group and Individual Testing	Parental Permission for Assessment
Georgia			vision screening			
Kansas	X	X	X	X		
Missouri	X		X			
New Mexico					X	
Ohio					X	
Oklahoma				X		
Pennsylvania	X		X			
Rhode Island	X	X	X			
Texas	X	X	X			
Virginia	X	X	X			
Wisconsin	X	X	X			

Placement Process

State	Placement Committee		Parental Consent for Placement	Appeal Process		Review of Placement
	School Personnel	Non-School Personnel		Parental	School	
Illinois	X					
Kansas	X	X				
Kentucky	X					
Maine	X					
Missouri	X					
North Carolina	X	X				periodic
Ohio						periodic
Oklahoma	X					
Pennsylvania	X					
Rhode Island	X					